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ABSTRACT

The guide, written by experienced English-as-a-Second-Language (ESL) teachers, offers practical information to teachers and developers of adult ESL students of varying literacy and proficiency levels. An introductory section offers background information on development of these materials in the Metropolitan Nashville (Tennessee) Public Schools. Subsequent sections offer narrative discussions, both general and specific, of these aspects of adult ESL instruction: acknowledging and accommodating cultural differences; dealing with different levels of instruction (pre-literate, beginning, intermediate, advanced); preparation for the program year, including student assessment, identifying factors affecting learning, activities and techniques for the first class session, and additional tips for classroom management; effective teaching strategies for different ability levels and multi-level classes; teaching daily living skills by theme and level; selection of textbooks and other instructional materials; and additional sources of information. Appended materials include several student assessment instruments, six sample lesson plans, and an Indonesian recipe. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Teaching Adults ESL

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A Practitioner's Guide

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Introduction

Why I teach ESL...

"*I* grew up in a community that was ethnically, religiously, and linguistically diverse. I missed this *very much* when I moved to Nashville. So I went out to find such a population, and I discovered ESL classes through the public schools."

INTRODUCTION

As the cover indicates, this is a guide written for practitioners, by practitioners. Inside the covers you will find information gleaned from the lessons learned by teachers who, after many years in the ESL classroom, have become experts in their field.

Metropolitan Nashville Public Schools Adult Basic Education Program has a long history of providing English As A Second Language instruction for adults with limited English proficiency. It has been over twenty years since our first ESL class was established and, in each subsequent year, the demand for ESL instruction has grown. During this period of time, Metro Schools ABE Program has recruited an exceptionally skillful and dedicated force of teachers to work with the increasing international population in our city.

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ESL teachers are committed to their students, and it is their desire to provide quality instruction. In staff development surveys, they continually express the desire for more support in order to expand and enhance their skills and competencies.

Periodically, the need for additional instructors and the turnover of existing staff necessitates the hiring of new teachers who may have no previous ESL experience or training. This guide has been developed in an effort to prepare new teachers for the challenge facing them and to assist experienced teachers to improve professional competencies which will increase the effectiveness of ESL instruction.

Funding for the "ESL Program Enhancement Project", from which this document was generated, has been provided by a 353 Staff Development and Special Projects grant. This grant was awarded by the Tennessee Department of Education, Adult and Community Education Division for the 1993-94 program year.

Major activities of this project have been a series of workshops in which teachers identified instructional goals and competencies; shared information about methods, techniques, and resources; determined training needs; and learned much from one another in the process. Following the workshops, the project leaders scheduled work sessions to discuss, examine, review, revise, and refine materials to be included in the practitioner's guide.

The Metro Schools ABE/ESL program has been greatly enhanced by this experience. It is the hope of those who have prepared this guide that it will be a good resource for all ESL teachers of adults and a valuable training tool for teachers who are new to the field.

Barbara H. Brown
ABE Supervisor/Coordinator

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To Our Readers: ESL Teachers

The English language has about one million words, most of which have been borrowed from other languages. No other language comes close to English in its variety of expression and precision.

We are able to enunciate all the words in the English language by using forty single sounds and eight diphthongs. Occasionally, we use another five sounds adapted from foreign languages. For expressing all these sounds in writing, we use an alphabet of only twenty-six letters.

There is no mechanical reason for the lack of standardization of spelling in English; however, cultural reasons abound. Modern English spelling reflects the history and cross-cultural enrichment of the language.

Speaking English has its own problems. Sounding the consonants in the English language is fairly simple, but the vowels are an entirely different matter. The five vowels represent a variety of sounds, and the sounds are affected by numerous other factors.

These and other thought-provoking facts about the English language were presented in the August, 1993, *Adult Educator*, by editor Lee Thompson.

As we reflect upon the complexities of our language, some of us consider ourselves fortunate to have a command of our own mother tongue. Yet, our mission is to teach this complex language to people from other lands. How is this best accomplished? We have many questions.

As teachers of ESL, English as a Second Language, we also have questions from others: What is ESL? Do you speak all of those languages? Isn't it difficult to teach adults?

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In an attempt to provide possible answers, we offer some ideas and information in this guide that we hope will be helpful to teachers and others who have an interest in ESL for adults.

Please keep in mind that we are not professional curriculum writers. We are practitioners. Most of our training has been in the field by trial and error. We welcome any comments or suggestions that will enhance our efforts to provide quality instruction in our ESL classes.

Pam Mendelsohn
D. Lee Wilson
Project Leaders

To Our Readers: ABE/ESL Supervisors

During a Metro Schools ABE/ESL staff development activity, new and experienced teachers were divided into separate groups. Their task was to discuss the problems encountered in teaching ESL and to compile a list of their greatest concerns. It is interesting to note that the concerns of both groups were very similar. The groups later met together to compare their ideas, and to offer some possible solutions and suggestions.

Incorporated in the following list are those ideas, along with other words of wisdom, from the practitioner's point of view. These recommendations may be considered for an existing ESL program, or when planning a new one.

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1. Provide numerous opportunities for staff development. Training teachers in specific ESL teaching techniques and in the use of various instructional materials is a priority. Commercial video training programs which feature actual ESL classrooms are helpful. Communicative ESL Teaching, published by Pelavin Associates, Inc., is a good source of information for teacher training. Local inservice is needed to prepare teachers to deal with specific enrollment procedures and required record keeping. Teachers need to be encouraged to attend professional meetings and conferences.

2. Each new teacher should be paired with an experienced teacher and be given opportunities to observe other classes. The multilevel class is an extremely difficult situation, especially for a new teacher. New teachers should be placed in centers where they can be responsible for one level of instruction. Centers where more than one level of instruction can be offered are preferred.

3. Provide a support network for all teachers. In large systems, a consulting teacher is needed to be a liaison between the central office and those in the field. At centers where several classes exist, a lead teacher is needed to coordinate schedules and to deal with specific problems and enrollment procedures. Plan opportunities for all teachers to share ideas and concerns.

4. Seek volunteers from the community to assist teachers, especially in beginning and multilevel classes.

5. The selection of instructional materials is very important, and teachers should have input in the process. Examination copies of texts which are being considered are usually available from the publisher. Texts need to provide experiences in listening, speaking, reading, and writing.

6. Appropriate instructional materials, including teacher's guides, should be furnished. A variety of materials is useful. Many textbook programs have excellent supplemental materials. A set of picture dictionaries and a program such as Jazz Chants would complement most textbook programs. Tapes are especially beneficial to the students. Consumable materials are helpful at the beginning level. Alternate sets of materials may be needed each year, because some students need additional work at the same level. Consider maintaining a materials library locally, so that special materials may be used on a checkout basis.

7. Sites for classes should be easily accessible, have ample parking, and provide a safe and comfortable learning environment. Classrooms should have adequate space and be equipped with needed instructional items such as chalkboard, desks, etc. Storage space is needed for books and other materials. Access to a copy machine is extremely beneficial.

An Overview

"*I* teach because I enjoy it, and it fulfills some of my personal needs. It stretches and stimulates my intellectual processes; it demands flexibility; it provides an opportunity for service in an area where I am comfortable."

"It imposes a structure on my weekly schedule without demanding too much commitment of time. It introduces me to quality staff people and students whom I enjoy, and it gives color, variety, and humor to the days I teach. I also receive a small stipend."

AN OVERVIEW

Metropolitan Nashville Public Schools began the English as a Second Language Program for adults in the fall of 1972. The class was held in an old house on the newly extended Vanderbilt campus, and many of the students had some connection to Vanderbilt. The class grew rapidly and soon outgrew the number which one teacher could serve. Volunteers were recruited to help, and many teachers in subsequent years began their association with the program in this manner.

Some "graduates" of those early years have settled permanently in Nashville and reared their families here. They own or work in successful businesses all over town. Included are hospitals, stores, manufacturing plants, state and other government agencies, service stations, garages, restaurants, factories, offices, and educational institutions. Other "graduates" contribute valuable volunteer services in many areas of Nashville's cultural life and social services.

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Currently, each year, more than eight hundred students study in ABE/ESL classes. An additional program of English study, which is part of refugee services, serves over seven hundred students annually.

A listing of the countries from which students come includes most of the countries of Central and South America, many from Europe, Africa, Asia, and several island groups. As world conditions change, so does the make-up of classes. At present, the two largest language groups are students who speak Spanish and those who speak Russian.

Ages vary from eighteen to the seventies, with formal education from none to graduate degrees, and income from poverty to affluence.

One recent class included these students:

- an elementary teacher from the Canary Islands, visiting for six months
- a Syrian refugee who is of retirement age
- a grandmother from Hungary who hopes to emigrate
- a nurse from Turkey whose husband is attending medical school here
- several immigrants from Mexico and El Salvador who are child care and restaurant workers
- a Chinese man who works with computers and whose wife does research
- a tourist from China, here for one month
- several Jewish immigrants of retirement age from former USSR countries
- a Japanese woman whose daughter is attending a local college
- a Russian immigrant who has lived here twelve years and has visual, hearing, and health problems
- a Russian mother who has a temporary visa and divides her time between the Ukraine and Nashville; she works as an herbalist when she returns home
- a young woman from Mexico who hopes to attend college here
- a Korean wife whose husband works at Vanderbilt
- a Laotian woman who is a restaurant worker
- a young Vietnamese woman who also works in a restaurant
- a Brazilian woman who married a U.S. soldier and is now being divorced
- an Ethiopian woman who is a wife and mother

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Metro Schools ABE/ESL program provides classes in a variety of settings throughout the county. Classes are held in schools, businesses, church buildings, factories, libraries, apartment buildings, and hospitals. Some centers have several classes which meet simultaneously and offer two or more levels of instruction; in others, a single class provides multilevel instruction.

ESL is a unique form of instruction, and it places extraordinary demands on a teacher. All class work is done in English with as many as 12 or 14 different languages represented in a large class. Students come from widely divergent cultures and backgrounds, and their capabilities also differ vastly. Teachers must bridge these differences and establish a community of trust and rapport which frees the student to learn.

Many ESL teachers are experienced professional teachers. Some have taught English in other settings; many have lived outside the United States, and all have a deep interest in cross-cultural experiences.

Few, if any, other teaching situations contain such diversity and challenge. It is an uncharted adventure! The commitment, flexibility, and creativity required are rewarded by many unique and satisfying experiences.

Cultural Differences

"I teach ESL because I love languages and different cultures. The students are wonderful! And I enjoy helping people."

CULTURAL DIFFERENCES

Immigrants, refugees, temporary and long term workers, tourists, business and professional people, students, scientists, along with their families and their visitors, make up ESL classes. They are all interested in learning or improving English. There is no charge for ESL classes, and students can enroll for any length of time and at any time during the school year. As students enter and leave, the character of the class changes.

The following suggestions about cultural differences are necessarily simplistic, but they may be useful to a teacher who is not familiar with cultural differences.

It is no surprise that the largest group of students comes from countries in Central and South America, since they are the closest to the United States. Hispanics tend to be warm and expressive and seem more comfortable with physical closeness and contact than other students. Their attitude toward time is very relaxed and casual, and they are frequently late for class.

The first class taught by one teacher had a group of several young and middle-aged women from Brazil. Class was scheduled to begin at seven, and it usually did. But the Brazilians never arrived until it was almost eight. They came as a group, stopped just inside the door smiling gloriously and called, "Aylo!" with great gusto. Whereupon the class turned around and greeted them somewhat less rollickingly.

The ladies then advanced and each gave the teacher the warm Brazilian greeting of an embrace and a kiss on each cheek. Then every woman spoke to those nearest her. After a bit, they looked around for places to sit, settled their things as they chatted in Portuguese and finally looked expectantly at the teacher. Now that the niceties had been taken care of, they were ready to begin class.

The teacher struggled unsuccessfully to disallow this interruption or to reduce its duration. Finally, she incorporated it into the schedule, using it to introduce a conversation period.

Hispanic students are quick to laugh and help make classes pleasant for everyone. When they are in the majority, they easily become boisterous. If there are students who are especially slow or disabled, they are helpful and sympathetic.

Many come for economic opportunities. Some are unskilled with only a basic education. When they find jobs, they need special encouragement to continue studying.

Students from Africa are never numerous in Metro classes. There are two distinct groups: North Africans who speak Arabic and who may resemble students from the Middle East in cultural ways and students from other parts of Africa who speak either European or tribal languages. The latter group is less assertive than those from North Africa and they are usually dignified, helpful, and serious students.

In past years, some students have been refugees, businessmen, individuals here for professional training, ministers, and family members of all of these. At one time there was a movie star, and at another, an Olympic team trainee.

Students from Western Europe are probably closest to Americans in their appearance, demeanor, and culture. Their physical similarity to Americans makes them less visibly "foreign", and their languages are more similar to English. They are most often in advanced classes and tend to be family members of students who are here for graduate studies or research. They are frequently here for longer periods than most other students.

Eastern Europeans from countries formerly in the USSR currently compose one of the largest student groups. Some of these have been working toward emigration for many years, and they may be well versed in English grammar. They are assertive, expressing themselves directly, and sometimes forcefully. When they constitute a majority in class, they are very vocal and insistent; therefore less assertive students may find it difficult to participate. All seem appreciative of the convenience and comfort of American life. Many of them are older and have come as refugees.

Students from the Middle East, whose native language is either Farci or Arabic, experience two major obstacles: a change from non-Roman to a Roman alphabet, and a reversal in progression from right to left to left to right. Even the act of turning pages produces confusion and disorder if they have not previously studied English. Many of the men have had some exposure to English, but most of the women have not.

It is not unusual for students from the Middle East to suffer culture shock because of the great social and cultural differences in their countries and the United States. Gender role is an area in which they experience the greatest divergence. Attending a class which is taught by a female is often a problem for male students who are Muslim. Women may not be allowed to attend classes which have men in them, even when the teacher is female. Physical distance from the opposite sex is important for these students' comfort.

Students from neighboring countries which have been at war bring strong feelings of hostility that are historically rooted. Following "Desert Storm", students from Israel, Iraq, Kuwait, and Iran were all in the same class. It was necessary to emphasize their purpose in attending class as individuals learning English and not as representatives of any country.

Students from China, Korea, and Japan are sometimes grouped together as "Oriental" students by those who are unaware of their different cultures. This type of labeling is often offensive. The politically correct expression is "Asian." These students all seem to be very polite, punctual, well prepared in grammar, and they are usually hard-working. Many of them have studied English for several years; they read and write English, but they do not speak or understand it well. Students whose native language is tonal have special problems in speaking and understanding English.

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"Saving face" has historically been a characteristic attributed to Asian peoples. It continues to be important for them and for all students. Adult education is unknown in many countries, so praise and encouragement are important in making classroom activities acceptable and comfortable for most ESL students.

No students work harder than the students from China and Taiwan! Their motivation to achieve proficiency in English is so strong they often insist on attending the most advanced class, although it is too difficult. When class sessions are relaxed and too much fun, they occasionally drop out because they do not consider such frivolity a worthy learning experience. They are conscientious in attendance, punctuality, and homework preparation. Chinese visitors who are here for only a few weeks enroll in class.

Korean students are also very ambitious and may be especially assertive. They sometimes have strong disagreements among themselves, but they tend to need the presence of another Korean student in class to feel comfortable. When they are in the majority, they can become noisy and insistent. They, too, usually read and write English much better than they speak or understand it. Occasionally, they exhibit culture shock, in contrast to Chinese and Japanese students who most often conceal their feelings.

The Japanese are also careful and earnest students. They may be here conducting business, research, or graduate studies, or accompanying family members. Usually they do not have financial problems. These students promote harmony in the class even when they are in the majority. They are unfailingly polite, punctual, disciplined in their actions, and reserved in their relationships. No group likes to make errors, but Japanese students are especially averse to it. They are slow to participate in class and do so only when they are confident. Frequently, they have studied English grammar and can read and write it rather well.

A few years ago Vietnamese students were sometimes in the majority in an ESL class, but they are not very numerous now. They may understand English pretty well, but have special problems in learning and producing English speech patterns. Vietnamese students are usually soft spoken, rather shy, and gentle in their actions in class.

Other students from Southeast Asia include those from Cambodia, Indonesia, Laos, Malaysia, and Thailand. Refugees ordinarily have had no experience with English. Others are well educated family members of professionals who are studying in the United States or are business officials working here.

Most students find learning English requires much more time and effort than they anticipated. They need encouragement and opportunities to practice speaking English if they are to succeed. The very human needs for success, support, acceptance, and appreciation exist in every student from every culture.

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Levels of Instruction

"I teach ESL because the experience is intellectually demanding and emotionally rewarding. I enjoy working with people from diverse backgrounds, particularly internationally diverse ones. The students are usually motivated and my experience has been positive."

LEVELS OF INSTRUCTION

Metro Schools ABE/ESL classes are organized in three levels of English competency: beginning, intermediate, and advanced. A student's level is determined by either a formal or informal assessment. Some sites have classes which include all of these levels and function somewhat like a one-room school. Other locations where there are larger numbers of students have two or more separate class levels.

Even in a beginning class, there is often a wide difference in students' abilities to speak, understand, read, and write English. Every class is multilevel in some sense. New students enroll at any time and, therefore, widely varying levels of ability continue to exist throughout the school year.

Preliterate

Although most ESL enrollees have at least a slight acquaintance with English, there are occasional ones who do not. These students have no comprehension of spoken English, and no English speaking, writing or reading ability. Some are not literate in their own language. Others are literate but have native languages with non-Roman alphabets and right-to-left or bottom-to-top progression. The adjustment for these students is so difficult that they should be considered preliterate.

Students at this basic level may become completely overwhelmed and discouraged by the confusing sounds of the new language which they cannot differentiate. Older students are especially prone to have this response. They need enough encouragement and assistance to make learning to communicate in English seem possible.

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Beginning

A beginning student ordinarily understands a few words or phrases, has little or no mastery of grammar, speaks very slowly and with difficulty, repeats frequently, and asks or responds to very simple questions. Some have barely recovered from the jet lag of their trip here; others have been here several years. The typical student has not learned to listen intently and hears English as rapid gibberish with no meaning or clues.

Occasionally, students who are not motivated to learn English are pressured into enrolling. These students may never return to class, or may return after many months.

Social communication in class is important to all students. Class may be their only contact with people outside their immediate families and their only opportunity to use English. Achieving any communication in English is especially rewarding for beginning students.

Intermediate

Intermediate students understand simple phrases and sentences if they are spoken slowly and repeated. They have some control of grammar and can communicate in basic social situations. Their speech is slow with frequent pauses. They can function with some problem in situations directly related to their needs.

Some intermediate students are new arrivals who have studied English in their own countries and others have been in the United States for one or more years. Their competency in English is often concentrated in either spoken or written English, depending on whether they have attended classes or "picked up" English on their own. They are the most motivated and serious of students, but may have almost no chance to practice their English.

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Intermediate students are just beginning to enjoy the social rewards of being able to communicate. Some students need to continue to practice reading and writing skills.

Students on this level can handle entry-level jobs which require simple communication, as well as work that can be demonstrated. Many continue to study as they work, and their class attendance may be irregular. They are excited to discover they understand conversations and enjoy the opportunity to talk with each other in class.

Advanced

Students in advanced classes have acquired enough English to "get by." In addition to understanding phrases which they have learned, they can follow ordinary conversations on everyday subjects. There is still some need for slower speech, repetition, and rephrasing. They are comfortable asking questions and asking for a statement to be repeated.

Advanced students are able to handle jobs and training which require some oral and written instructions. When they begin to work, they frequently drop out of class because of the demands on their time and energy.

Students who continue attending classes are often eager for social communication and for relationships. Social needs are a motivating factor in their study of English and they have numerous questions about social customs and traditions. They enjoy and want social conversation in class.

Some advanced students have specific personal and career needs for improved English. Virtually all of them have difficulty with idioms, slang expressions, and speech reductions ("whatcha' gonna do?") which are an integral part of daily native speech.

These students frequently enjoy reading materials on subjects that interest them. Journal keeping is especially suitable for students on this level. Some read newspapers and news magazines regularly. They also have some ability to understand telephone conversations on familiar subjects.

Getting Started

"*I* teach ESL because I enjoy languages and different cultures. I also believe it helps foreigners, either immigrants or those here for a limited time, to understand and appreciate our language and culture.

More and more, I see the need for one language as a unifying factor in our country; and I do believe that the language should be English."

GETTING STARTED

In preparation for the new program year, teachers should visit the classroom ahead of time and get acquainted with staff at the site: administrators, teachers, maintenance, or other personnel. It is a good idea to check out the physical arrangements and see if the assigned space meets instructional needs: for example tables, chairs, and chalkboard.

Investigate the need for keys, the possibility of storing materials on site, the location of restrooms and telephone, and any rules or restrictions. It is helpful to obtain an emergency phone number, a schedule of hours the building is open, and a list of holiday closings.

Most ESL teachers use space that is "owned" by others. The use of resources may be extended or restricted by the teacher's negotiation skills and responsible cooperation.

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Assessment

At the beginning of the program year, teachers are faced with the critical task of placement for an entire class of students. Determining the instructional level may be somewhat complicated. Students tend to be excited, nervous, or shy when they enroll, and performance could be affected. The initial placement is important because an attempt must be made to identify the approximate level of each individual so the student will neither be frustrated nor bored.

Assessment must be a continuous process. The open enrollment policy, which allows students to enter at any time during the year, requires the teacher to assess each new enrollee. Because students progress at different rates and have varied language needs, each student's achievement must be constantly measured for instructional purposes. Both formal and informal assessment procedures provide mechanisms for determining a student's level.

Most formal placement tests evaluate either oral or written skills, not both. The John Test, which is sometimes used in the Metro Schools ABE/ESL program, assesses oral language skills, but may not address all assessment needs.

Some students may be able to communicate well orally, but may be lacking in reading and writing skills. For example, a Brazilian woman's score on the John Test was in the range for advanced study, although she was not literate in any of the three languages she spoke. She chose to study in the beginning class, saying it was the most helpful and comfortable level for her.

An informal assessment procedure, such as an oral intake interview, can provide information required for the official state enrollment form, as well as allow the teacher time to assess the student's listening and speaking skills. Another informal method is to observe each student's attempts to complete a written enrollment form in order to evaluate reading and writing skills.

Beginners are usually accompanied by a friend or family member who is somewhat more fluent in English. This is a teacher's best chance to learn about the student's needs and background. It is prudent to take time to secure this information even when the class must be kept waiting.

The initial evaluation and placement allow time for the student to adjust and the teacher to identify individual student needs. It is vital to get acquainted with each new student in order to determine the instructional level. A needs assessment may be a useful tool in gathering information about what the student knows and hopes to learn.

If there is a wide divergence in the student's skills, or if the student is dissatisfied with the initial placement, it is politic to allow the student to provide input. Very ambitious students may insist on being in the most advanced group even when it is too difficult for them.

As the program year progresses, assessment continues to be ongoing. Students acquire language skills at various rates, and their needs change. A student may need more challenging opportunities. It may be necessary to make adjustments in the instructional program to meet those needs and maintain a high level of interest.

One method which may be helpful is to develop a portfolio assessment. Student work samples are collected during the program year. Periodically, the teacher and the student compare the work samples to evaluate overall achievement. This method is an effective way for both student and teacher to gain information about the student's progress.

Samples of the assessment instruments are located in Appendix A.

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Factors Affecting Learning

- Age - younger students find learning easier than older students
- Time in U.S. - stage in culture shock
- Emotional state - homesickness, attitude, motivation
- Amount of English exposure - language spoken in the home and at work
- Cultural values - view of education; gender roles
- Personal concerns - hunger, fatigue, financial or job worries, family problems
- Previous educational experience - level of literacy; level of intelligence
- Class attendance - childcare, work schedules, and transportation
- Degree of participation and practice - willingness to take risk
- Classroom atmosphere

The First Session

The first class session should focus on getting acquainted with the students; each student should be greeted with warmth and enthusiasm. Students should be introduced to each other, so they will feel comfortable and welcome. This is a good time to tour the facility to show students the location of the telephone, restrooms, and exits.

Most students bring materials for writing, but it is advisable for the teacher to have a supply on hand for those who do not. Some students, especially those at the beginning level, may not understand the class schedule. Writing the days and time the class meets on the board and having the students copy the information may help. Always encourage students to be on time.

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The following list contains some examples of activities that may be utilized if appropriate:

1. Make name tags for each student to wear, or fold construction paper to make name cards that will stand. These cards may be used to designate the seating arrangement at subsequent class sessions.

2. Demonstrate the American custom of shaking hands when people meet.

3. Practice introductions by using teacher/student and student/student interaction. The personal information about the students may be used as topics for practice. More advanced students can work with a partner to write a dialogue to present to the class.

   Examples:

   My name is_____.
   What's your name?

   What's your address?_____.
   My address is_____.

   I'm from_____.
   Where are you from?

   How long have you been here?
   I've been here for_____.

4. Select an activity which focuses on introductions or greetings from Jazz Chants, Small Talk, or Grammarchants.

5. Use a tape recorder to record introductions for play back during a future class session.

6. Locate the native countries of the students on a world map. Use colored pins or arrows to show the locations.

7. Distribute copies of a world map to the students. Ask them to mark all the places they stopped on their journey to Nashville, and trace the route. The information can be shared with the class.

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8. Do a "Line-up" activity. Students must question each other for information in order to line up in a particular order.

Examples:

Alphabetical order: What is your first name?
Birthdays: When is your birthday?
Length of time in the country: How long have you been here?

9. Use a "Pop-up" activity. The teacher makes statements which could be true about the students. The students stand if the statement is true about them.

Examples:

I am male.	I have one child.
I am married.	I am from China.
I have brown eyes.	I have a job.

10. Begin a journal or do a writing activity.

Examples:

Draw a picture of your family.
Write about your family.
Why are you studying English?
What do you hope to learn in this class?

Additional Tips

1. Take time to complete the enrollment information forms carefully.
2. Make students aware of the need to sign the attendance sheet.
3. Keep an attendance record book to conserve time in preparation of the monthly report.
4. Check on absentees to encourage regular attendance.
5. Turn in monthly reports promptly.
6. Prepare a file of information and samples of work for each student.
7. Leave the room arranged as you found it, chalk board erased if used.
8. Search for and secure a reliable substitute before needing one.
9. Recruit volunteers to assist students who need special help.

AND ONE CAUTION: Express only moderate admiration of any object which belongs to a student. In some cultures, the owner is obligated to make a gift of the admired object!

Effective Teaching Strategies

"*I* teach ESL because I absolutely love working with adults. My ESL classes seem to be a natural extension of my responsibilities. Adults are grateful for any help one gives them. I have been teaching a couple of years now, and I have the feeling that ESL classes will become the high points of my weeks."

EFFECTIVE TEACHING STRATEGIES

Each ESL class is unique in its makeup, needs, and character, and each teacher has a unique teaching style. The teacher's style of response may be quite different from time to time depending on the class. What is effective and appropriate for one class may not be so for another. It is the variety and challenge which ESL classes present that constitute the excitement of teaching them.

Students study English so they can learn to communicate by speaking, understanding, reading, and writing, and the learning process involves vocabulary, grammar, and pronunciation. Since the student's purpose is to gain competency in communication, this should be the major classroom focus. Class activities that involve students in communication with others fulfill this goal.

Learning a language is especially stressful because the risk of error and correction is always present. All attempts to communicate are acceptable and praiseworthy. The courage to risk participation needs continual reinforcement and support. Students will participate when they feel comfortable enough, and it is best to wait until they volunteer. An atmosphere in which any communication attempt is rewarded and approved without undue correction expedites student involvement.

Occasionally students are interested only in speaking and understanding. Class routines need not be altered because of these preferences. All four language skills, listening, speaking, reading and writing, are valuable and they support and reinforce each other.

The more traditional, familiar way which has been used in teaching foreign languages is to teach the alphabet, numbers, sound-symbol relationships, and grammar. This method employs a *phonetic approach* using appropriate texts and workbooks.

With the phonetic approach, until students achieve some understanding of visual symbols, they must depend entirely on short-term memory. Exercises and drills focus on grammatical construction, and subject matter progresses from simple to more complex structures.

Another approach is called the *whole language* approach. It attempts to begin with communication and meaning in the earliest lessons. All four language skills are introduced from the first session. Students' names are written and students are asked to identify and write their names. Other personal information is similarly introduced.

Including all language skills from the beginning satisfies a student's desire to learn something useful. It also provides a reinforcing visual reminder and gives the student evidence of having learned something personally meaningful.

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The teacher who uses this method moves slowly and relies heavily upon imperative commands, realia, and visual stimuli to tie the new language sounds and written symbols to movement, objects, and general meaning. Texts which follow both of these methods are included in the lists of those used locally.

It is wise to give attention to class members' knowledge of the alphabet. They may be able to recite it with alacrity but have difficulty making distinctions between c and s, v and w, e or i and a. It is a challenge to have them practice enough without their getting bored and frustrated. Some adults need a significant amount of practice writing letters and numbers. Occasionally students recognize only capital letters or printed ones and are unable to read cursive letters.

Of course, students progress more rapidly if they use English outside of class. Some students want homework while others expect to progress by working only in class.

An interesting activity suggested by several educators is journal keeping. It can be done as a class activity or as homework. It can be initiated even on a beginning level by using only verbs which apply to the day's activity. A student might write the verbs "eat" and "sleep" for one day; the next day the list could be expanded to include the verb "shop". If daily entries are made in the journal, the cumulative effect is surprisingly significant.

A notebook is necessary for this activity, and it may be divided into sections. One portion could be for class work and another for a journal.

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When homework is assigned, it should be reviewed at the next class session and questions may be discussed. It is helpful to do so at the beginning of class since it serves to introduce any absentees to the work they missed. It also gives students who need additional practice the opportunity for review. In review, as in all class work, the teacher should vary the difficulty of questions to give all students the chance for success and enough challenge to be stimulated. Advanced students should be called on for answers which require them to change a statement to a question, a positive to a negative, or some other alteration.

Involving all students in practice exercises may take special effort. The first practice of new material should include the entire class responding together. This reduces the risk of error and embarrassment. Smaller groups may be called on as the material becomes more familiar and students respond readily. Subsequent exercises can offer variety by including some variations.

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Chaining is a practice exercise in which students A and B take part, followed by B and C proceeding until all have participated in the exercise.

Pair work involves two students practicing an exercise, exchanging parts, and helping each other as they are able. Pairs may be randomly chosen by numbering off, or they may be assigned to achieve a particular purpose or mix.

Circle or line drill is a form of pair work which allows many repetitions. Two lines or circles of students face each other as they conduct the exercise. After all students have participated, the one line or circle moves forward to give each person a new partner, and the drill continues with the new partner.

Small group work with three or four students randomly selected, grouped according to level, or by some other criteria is another form of interactive practice which may be utilized.

Possible assignments are unlimited: puzzles, role playing, skits, scrambled words or sentences, and writing assignments, including process writing on topics such as how to change a tire or how to make coffee.

Interactive assignments are confusing for students accustomed to more formal methods of learning. Their value makes it worthwhile to introduce them carefully with an initial assignment that is not overly ambitious. Modeling group work is helpful, but it may be too confusing for beginning students until they have developed at least some language proficiency.

The lecture method is preferred by some teachers; however, teachers who talk or are "on stage" during a large portion of class time will have insufficient practice time remaining. If we indeed "learn by doing", the majority of class time needs to be devoted to active student participation and attempts to communicate.

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Even the teacher function of correction can be minimized as students learn to pay attention and listen to themselves and others. Just as small children learn correct grammatical construction by exposure to the correct form, so can adult students. This method has another plus because the negative effects associated with mistakes and correction are by-passed. Moreover, it enhances the concept that learning English is possible and has begun already. A major milestone is passed when students begin to assume self-correction.

New teachers of ESL need to be aware that there are additional steps in learning English which are not present in teaching native speakers. When native speakers are presented with new material, they are usually familiar with the words, they can pronounce them, and they understand word order.

A typical ESL student needs practice to do these things. It is possible and even natural to mistake this first step of recognition for "learning" the material. Even when the teacher asks for questions, there are none, and students' faces may show no uncertainty or confusion.

The next step is to become familiar with the material. Repetition by writing, reading, listening, and vocalizing the material accomplishes this goal.

A third level in the learning process is making a choice in a structured exercise. Traditional texts furnish numerous excellent exercises for practice at this level: cloze exercises are an example.

Finally, the student must practice the new material in an unstructured setting, creating sentences and using them in an individual way. Games, group work, and the interactive procedures of role playing and skits give the freedom to make the new material the student's own. At this stage there probably will be questions and perhaps even "ah ha!" expressions on the students' faces.

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Teachers can also reflect the "ah ha!" experience when they understand a student's effort to communicate. An example would be, "Maria, you are telling me that you mailed a package to your family all by yourself? I understand!! That's great! I understood what you said. Good for you!" This leaves Maria affirmed and successful, ready to try again, especially when no correction is offered. Her verbs and word order may have been faulty, but correcting them would cloud her enthusiasm for further effort and increase her hesitation to speak. The teacher's response need not contain errors however. The correction is thus indirect and without negative spin-offs. It provides the basis for Maria to move toward self-correction if she understands the teacher's rephrasing. If not, there is always tomorrow.

Learning to hear sounds correctly must also be practiced. Most students are unaware of the concentration of attention which is needed. When a teacher has difficulty with a student's name, he or she may demonstrate focused listening by closing eyes and asking to hear the name again and again. These attempts to hear and produce the correct sound demonstrate the difficulty students, too, may experience in hearing the sound. It also models the need for repetition and concentrated effort.

Vowel sounds are a source of special problems, and one cannot assume the sounds are being heard accurately unless students can articulate them. There are numerous pairs of words which differ only in the vowel sound: bit, beat; live, leave; hip, heap; ship, sheep, etc. This is a problem for nearly all students and learning to hear the difference is time consuming.

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All types of interactive practice, chaining, pair work, speaking, and small group work require listening, understanding, and being understood. Sometimes they include reading and writing also. Interactive exercises are very effective, and students learn to enjoy them and value their usefulness.

Songs and chants are methods which utilize rhythm, rhyme, or melody to assist in learning. They, too, may require a careful and enthusiastic introduction to guarantee students' participation. Sometimes students disdain them as being frivolous and unworthy, when in fact they can be compellingly effective in their result.

It is very easy for even an experienced teacher to underestimate the amount of repetition required. Every teacher knows the shock of reviewing the work of the previous class and having the students act as though they never heard it before.

One teacher creatively used students' interest in greeting cards to serve as a base for a class session. She was delighted by the response and interest exhibited by her class. A few days later her feelings altered when she received an elaborate "sympathy card" from the class. It was inscribed, "Thinkings for you".

Students are successful when they can communicate in both the spoken and written word. Teachers facilitate this process as they model spoken English, select appropriate material, organize and present it in simple comprehensible parts, and plan sufficient and varied practice.

The teaching strategies that follow are intended to aid the teacher's understanding of how to meet learning needs at each level. Sample lesson plans specific to each level are included in Appendix B.

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Preliterate

Students who have never learned to read and write their own language have the double task of learning to speak a new language and relate it to the written word. Preliterate students are particularly tense because of this challenge.

One of the teacher's initial goals is to reduce this tension and strain so students can attend to learning. Since this is essential, the teacher's warmth and encouragement in helping the students relax is as important as expertise in teaching English. In order to rule out physical problems as the cause of illiteracy, it is a good idea for teachers to observe a student's ability to see and hear.

Preliterate students are the exception, and most classes probably will not have one. However, when a student at this level enrolls, it is very helpful to secure a tutor to assist. The tutor's individual attention encourages the student to continue to study, rather than become discouraged and give up.

It is heartening to the student if lessons provide for some success in communication in English. A student's name can be written, recognized, and read during the first class.

It is always advisable to include listening, speaking, reading, and writing in class activities whenever possible. These activities appeal to the student's desire to learn something useful.

Writing provides a reinforcing visual reminder and gives the student evidence of having learned something personally meaningful. Keeping preliterate students encouraged and motivated is especially crucial during the first few weeks when progress may appear to be almost nil.

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Beginning

It is worth repeating that a hospitable classroom atmosphere for all students is vital. A friendly, inclusive group spirit helps students relax, promotes learning, and fosters regular attendance.

It is not unusual for beginning students to attend once or twice and then disappear; so it is important to promptly follow up on absences which occur just after enrollment. Most foreign born students encounter problems in adjusting to and coping with life in the United States. These problems are especially overpowering for the student who cannot use English.

Beginning students are intensely eager to learn English. It is wise to utilize this strong motivation by taking care to plan for success in communication.

In the initial class meeting, students learn to identify themselves, and to tell their home countries. They introduce themselves, listen as others do so, and practice greeting each other. If the purpose of this session is achieved, students experience success, gain confidence, and begin to feel comfortable in the class.

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Intermediate

Intermediate students, like other ESL students, arrive and depart constantly. Therefore, it behooves teachers to check to be sure all intermediates are familiar with the basics. Word order, verb usage, vocabulary, intonation, and pronunciation may be areas of particular need.

Because these students have some competencies and are excited and motivated by their progress, this is a most rewarding level to teach. The teacher-student relationship continues to play a primary role in the learning process. If students feel at ease about asking questions, they may clarify their confusion without waiting for the teacher to notice the problems they have. Teachers should consider the possibility that quiet in an ESL classroom may denote confusion and a lack of understanding.

It is not unusual for misunderstandings to occur in class, but if students think the teacher expects them to understand, they will *pretend* to do so. Actual comprehension needs to be checked with care. "Do you understand?" is routinely answered, "Yes." The difficulty in expressing a response predisposes a student to deny any problem in understanding; so the teacher must ferret it out. Even specific questions may not reveal the problem.

One student expressed a need for a chair for his apartment, and the ESL teacher brought in several wooden folding chairs that needed some repair and gave them to him. Since the student was a carpenter, he was able to repair them very well. However, he gave them away, refusing to take any home. It was difficult to know whether he didn't understand "need", was unable to feel comfortable with the gift, or wanted to be generous.

Some effective methods for maintaining meaning and communication at this level are chaining, pairing, small group work, role playing, problem solving, dialogues, and the use of tapes. In addition, homework assignments of simple reading material are now enjoyed. Journal keeping and letter writing are additional possibilities.

When tapes can be made available for regular listening at home, their use is especially effective. Taping the students speaking English is a compelling motivation. They are routinely appalled by their "foreign sound" when they first hear themselves on tape and are aroused to listen with more intensity.

Advanced

Students at this level have the ability to ask questions and make comments concerning life in the United States, and they want an opportunity to do so. Many have experienced loneliness and isolation because they were unable to communicate in English. They are eager to satisfy this need and gain a feeling of competency.

Advanced students should be adept at using bilingual dictionaries. It is time to encourage them to consult an American English dictionary before resorting to a bilingual one.

A major need at this level is increasing vocabulary for self-expression. Reading, listening to the radio, and watching TV are effective ways to accomplish this, because words presented in meaningful contexts are more easily acquired.

Partial understanding is often mistaken for complete understanding. The habit of carefully checking comprehension needs to be practiced constantly. A review of previous levels is important to discover possible omissions and correct misconceptions.

Casual American speech includes many reductions like "whatacha gonna do?", slang, and informal sayings. These are difficult for students to understand even when they can follow the more carefully enunciated, formal speech they hear in a classroom.

Unscripted recordings which present typical informal conversation are available, and they are valuable. Students can replay and listen to topics as many times as needed.

Advanced students enjoy and profit from any opportunities to practice informal conversation. Small group work in class is particularly suitable for them; it generates occasions for conversation with other students. When friendships which require the use of English to communicate are formed, additional chances for conversation are available.

Multilevel

The recommended procedure for conducting a multilevel class is to begin the session with all students participating as a group. Composing a dialogue or story is an effective group activity. The more advanced students may form sentences and record them on the board. Beginning students may copy the dialogue for future practice. The composition can be read by the teacher, then by the group, and when apprpropriate, by individual students or groups. Erasing certain words (verbs, pronouns, every 5th word, etc.) allows additional use in supplying the missing words from memory.

The class may then be divided into two groups with one group led by the teacher and the other self-led. Later, the teacher moves to direct the second group as the first one is self-directed. A multilevel class is best taught with the teacher assuming the role of coach, guide, or mentor.

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Additional activities for the group portion of a multilevel class include listening to tapes several times, followed by reading the script as tapes are replayed. Preparing work sheets of varying difficulty based on the taped information extends their usefulness.

Less formal activities, including chants and songs provide practice in sentence structure, vocabulary, and intonation. However, unless the purpose and usefulness of these activities are stressed, some students consider them mere relaxation or fun times, and do not participate. They need a good introduction and selling job to be used effectively.

Asking students to recall the words they have heard on a tape is a revealing procedure for both students and teachers. Surprising misunderstandings are often exposed in this exercise.

Pairing by mixing students of different abilities is a good technique and one that stimulates desirable interaction among students. In such practice, students engage in additional conversation, and they are exposed to different voices.

The value of increased practice and exposure to English is tellingly illustrated by a Spanish speaking student who attended class infrequently one year. She showed little progress during that time. During the summer, she listened to the public television channel regularly, and she began work in a restaurant. When she registered for class again in the fall, she had advanced a full level in her English proficiency over the summer. By contrast, most of the other students lost proficiency because they had not used English all summer.

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Although it is impossible for the teacher to be everywhere at once, the number of different activities in progress in the multilevel classroom demands the teacher's movement and coordination throughout the class period. Students learn from each other and having more than one level in the class exposes them to needed review. Hearing work of higher levels stimulates their interest. Students may do their best listening while observing others work.

Special Activities

Students sometimes experience a sense of isolation. Their primary connection with the new culture may be the time spent in the ESL class. Special events which familiarize the students with their new surroundings can help to make the transition less frustrating. The topics which are listed provide an alternative to textbooks for language acquisition. These experiences offer students an opportunity for cultural awareness and understanding.

Holidays are interesting to all students and hold special acculturation importance for immigrants and refugees. Events such as holiday parties which include family members are enjoyable. Sharing in potluck meals or special foods and participating in events such as talent shows provide social and cultural experiences for students.

Interest in and awareness of holiday observances in the students' native countries provide opportunities for them to change roles and give information to others. One local class compiled an international cookbook, Cooking Up Cultures. They prepared and shared favorite holiday recipes. A sample page is included in Appendix C.

Field trips to the supermarket, shopping mall, park, zoo, cultural events, concerts, museums, and historical places enrich and extend the classroom experience.

Music is international in its appeal and is an aid in relaxing tension and building a sense of sharing. The rhythm and melody increase the learning rate and ability to recall information.

Letters and journals are vehicles for writers to practice their skills. Dramatic productions using student skits provide opportunities for writing, and perhaps, enable students to express themselves with more freedom and daring than usual.

Lifeskills

"*I* teach ESL classes because I love to work with international students and want to help those who want to learn English."

LIFESKILLS

Lifeskills provide the content for ESL instruction. They are derived from the communication needs of students and are intended to help them cope in real life situations.

The lifeskills serve as topics for skill development in listening, speaking, reading and writing and are common to most textbook programs. Because the needs of individual students vary, the teacher may identify additional lifeskills for instruction.

Thematic instruction offers opportunities to explore areas of student interest and a chance to set the language in context. Themes can be studied in any order.

Two listings of the lifeskills are included. The first is by theme and includes all levels; the second is by level. Each level is designed with the assumption that the student has acquired skills in the previous level.

Clothing

Beginning

- Identify articles of clothing and colors
- Express satisfaction and dissatisfaction with clothing
- Ask the price of articles of clothing

Intermediate

- Explain clothing preferences by fit, color, and price
- Identify sizes of clothing
- Give and receive compliments about clothing

Advanced

- Explain need for specific articles of clothing
- Ask about and follow instructions on clothing care labels
- Return or exchange a purchase

Employment

Beginning

- Give personal information
- Recognize common entry level jobs and titles
- Describe hours available for work

Intermediate

- Complete a job application
- Describe current and previous work experience and education
- Ask and answer basic questions in a short job interview
- Read common warnings and signs on the job
- Give explanation for being late or absent

Advanced

- Read classified ads
- Inquire about job openings by phone or in person
- Report and describe problems on the job
- Initiate and respond to "small talk" with other workers
- Read personnel policies and employee benefit documents

Family

Beginning

- Give the names of family members
- Identify family relationships

Food

Beginning

- Identify food names and categories
- Express food likes and dislikes
- Identify utensils used in eating

Intermediate

- Identify containers, weights, and measures
- Read food labels and follow directions
- Identify methods of cooking food
- Order food in a fast food restaurant

Advanced

- Read and use grocery ads
- Read unit price signs for comparative shopping
- Use coupons to pay for items

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Health

Beginning

- Describe state of being in simple terms
- Identify the parts of the body
- Explain medical and dental problems
- Read the time and date on an appointment card

Intermediate

- Describe state of being in medical terms
- Make a doctor's appointment
- Read time and date on appointment card
- Follow simple instructions during a medical exam/treatment
- Follow written instructions on prescription labels

Advanced

- Complete a standard medical history form
- Ask questions about treatment plan
- Explain medical problems in detail
- Learn appropriate doctor/facility to visit for a particular problem

Housing

Beginning

- Identify rooms by name and basic furniture
- Report household problems
- Understand safety and security measures

Intermediate

- Describe basic housing needs
- Plan a household budget
- Describe household repairs which are needed
- Understand utility bills and method of paying bills

Advanced

- Describe housing preferences by type and location
- Read classified ads for housing
- Read and understand a lease or sales contract
- Question errors on bills

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Money/Banking

Beginning

- Identify and count coins and bills
- Read and understand prices
- Write and endorse a check or money order

Intermediate

- Ask for correct change when incorrect change is given
- Open a checking or savings account
- Complete deposit/withdrawal slips

Advanced

- Find out about different banking services
- Understand loans and mortgages
- Understand credit cards

Post Office

Beginning

- Ask for stamps and other postal supplies
- Address an envelope or postcard correctly

Intermediate

- Complete a change of address form
- Ask about different ways to send letters or packages

Telephone

Beginning

- Dial a given telephone number and identify self
- Ask for someone on the phone
- Report an emergency: fire, police, or medical

Intermediate

- Call for help in an emergency
- Use the telephone book to locate a number
- Understand the telephone bill

Advanced

- Take a telephone message
- Make/change/cancel an appointment
- Use the yellow pages of the telephone book
- Call the information operator for assistance

Time

Beginning

- Read and write numbers and dates
- Ask and answer questions about time
- Identify the days of the week and the months of the year
- Read and understand a calendar

Intermediate

- Read and write dates using abbreviations
- Identify seasons of the year
- Identify major American holidays
- Understand how Americans value being on time

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Transportation

Beginning

- Identify the common parts of a car
- Identify road signs and symbols
- Ask for and give simple directions to a place

Intermediate

- Learn to use a city map
- Understand requirements for a driver's license
- Understand auto insurance
- Read transportation schedules

Advanced

- Describe needed car repair to a mechanic
- Ask and answer questions about a used car
- Report a traffic accident to the police and insurance company

BEST COPY AVAILABLE

Lifeskills By Level

Beginning Level

Clothing

- Identify articles of clothing and colors
- Express satisfaction and dissatisfaction with clothing
- Ask the price of articles of clothing

Employment

- Give personal information
- Recognize common entry level jobs and titles
- Describe hours available for work

Family

- Give the names of family members
- Identify family relationships

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Food

- Identify food names and categories
- Express food likes and dislikes
- Identify utensils used in eating

Health

- Describe state of being in simple terms
- Identify the parts of the body
- Explain medical and dental problems
- Read the time and date on an appointment card

Housing

- Identify rooms by name and basic furniture
- Report household problems
- Understand safety and security measures

Money

- Identify and count coins and bills
- Read and understand prices
- Write and endorse a check or money order

Post Office

- Ask for stamps and other postal supplies
- Address an envelope or postcard correctly

Telephone

- Dial a given telephone number and identify self
- Ask for someone on the phone
- Report an emergency: fire, police, or medical

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- Read and write numbers and dates
- Ask and answer questions about time
- Identify the days of the week and the months of the year
- Read and understand a calendar

Transportation

- Identify the common parts of a car
- Identify road signs and symbols
- Ask for and give simple directions to a place

BEST COPY AVAILABLE

Intermediate Level

Clothing

- Explain clothing preferences by fit, color, and price
- Identify sizes of clothing
- Give and receive compliments about clothing

Employment

- Complete a job application
- Describe current and previous work experience and education
- Ask and answer basic questions in a short job interview
- Read common warnings and signs on the job
- Give explanation for being late or absent

Food

- Identify containers, weights, and measures
- Read food labels and follow directions
- Identify methods of cooking food
- Order food in a fast food restaurant

Health

- Describe state of being in medical terms
- Make a doctor's appointment
- Read time and date on appointment card
- Follow simple instructions during a medical exam/treatment
- Follow written instructions on prescription labels

Housing

- Describe basic housing needs
- Plan a household budget
- Describe household repairs which are needed
- Understand utility bills and method of paying bills

Money/Banking

- Ask for correct change when incorrect change is received
- Open a checking or savings account
- Complete deposit/withdrawal slips

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Post Office

- Complete a change of address form
- Ask about different ways to send letters or packages

Telephone

- Call for help in an emergency
- Use the telephone book to locate a number
- Understand the telephone bill

Time

- Read and write dates using abbreviations
- Identify seasons of the year
- Identify major American holidays
- Understand American value of being on time

Transportation

- Learn to use a city map
- Understand requirements for a driver's license
- Understand auto insurance
- Read transportation schedules

BEST COPY AVAILABLE

Advanced Level

Clothing

- Explain need for specific articles of clothing
- Ask about and follow instructions on clothing care labels
- Return or exchange a purchase

Employment

- Read classified ads
- Inquire about job openings by phone or in person
- Report and describe problems on the job
- Initiate and respond to "small talk" with other workers
- Read personnel policies and employee benefit documents

Food

- Read and use grocery ads
- Read unit price signs for comparative shopping
- Use coupons to pay for items

Health

- Complete a standard medical history form
- Ask questions about treatment plan
- Explain medical problems in detail
- Learn appropriate doctor/facility to visit for a particular problem

Housing

- Describe housing preferences by type and location
- Read classified ads for housing
- Read and understand a lease or sales contract
- Question errors on bills

Money/Banking

- Find out about different banking services
- Understand loans and mortgages
- Understand credit cards

BEST COPY AVAILABLE

Telephone

- Take a telephone message
- Make/change/cancel an appointment
- Use the yellow pages of the telephone book
- Call the information operator for assistance

Transportation

- Describe needed car repair to a mechanic
- Ask and answer questions about a used car
- Report a traffic accident to the police and insurance company

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Textbooks, Etc.

"*I* teach English because working with ESL students is so rewarding. My hobby is reading. If I can teach someone to read and understand what he or she is reading, then I have opened a whole new world for that student."

TEXTBOOKS, ETC.

Of course no text is perfect, but a good text can improve instruction and minimize preparation time. There are two general types of texts. One uses the more traditional method focusing on grammar with numerous cloze (fill in the blank) exercises and structured drills. Another is based on the use of the four language skills with grammar introduced almost incidentally and with major emphasis on meaningful communication. It may be necessary to have several textbook sources to provide variety and sufficient practice in all four skill areas.

Most series have valuable supplementary materials which can be purchased to accompany texts. They are offered in the form of teacher's guides, workbooks, tapes, activity books, and other materials. Teacher's guides are almost a necessity because they provide help with lesson plans and class activities.

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Another necessity is the inclusion of taped materials in classroom activities. Tapes provide the opportunity for students to hear a different voice which does not vary in its presentation and may be repeated endlessly if necessary. A set of picture dictionaries and a tape and text program such as Jazz Chants can really "spice up" a class session.

In Metro Schools ABE/ESL program, texts are provided for classroom use only. Although teachers can not be involved in selling books to students, some students want to purchase a text for home study. It may be possible to make arrangements with a local book store which will allow students to buy books independently.

The texts which are listed in this guide have been recommended by Metro Schools ABE/ESL teachers. The books have been listed by levels as indicated by the publisher. Teachers should be aware that even within the same level some texts are much more difficult than others.

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Preliterate

Access: Fundamentals for Literacy and Communication
Bill Bliss and Steven Molinsky
Prentice Hall Regents

Basic Oxford Picture Dictionary
Margot F. Gramer
Oxford University Press

Crossroads I
Irene Frankel and Cliff Meyers
Oxford University Press

Cuing In With Pictures
Claudia Rucinski
Lifelong Learning Books

Real Life English - Preliteracy Workbook
Dianne Pun-Kay
Steck Vaughn

Beginning

American Streamline: Departures
Bernard Hartley and Peter Viney
Oxford University Press

Basic English Grammar
Betty Azar
Prentice Hall Regents

Conversation Book, A: English in Everyday Life, Book 1
Tina Carver and Sandra Fotinos
Prentice Hall Regents

Interchange, Level 1
Jack C. Richards
Cambridge University Press

Life Prints, Book 1
Christy Newman
New Readers Press

Look at the U.S., Literacy Level
Sally Wigginton
Contemporary Books

Real Life English, Levels 1 and 2
Jack Darcy
Steck Vaughn

Side By Side, Books 1 and 2
Steven Molinsky
Prentice Hall Regents

Intermediate

American Streamline: Connections
Bernard Hartley and Peter Viney
Oxford University Press

Conversation Book, A: English in Everyday Life, Book 2
Tina Carver and Sandra Fotinos
Prentice Hall Regents

Fundamentals of English Grammar
Betty Azar
Prentice Hall Regents

Interchange, Level 2
Jack C. Richards
Cambridge University Press

Lado English Series, Books 3 and 4
Robert Lado
Prentice Hall Regents

Look at the U.S., Book 1
Sally Wigginton
Contemporary Books

Real Life English, Books 3 and 4
Jack Darcy
Steck Vaughn

Side By Side, Books 3 and 4
Bill Bliss and Steven Molinsky
Prentice Hall Regents

Advanced

American Streamline: Destinations
Bernard Hartley and Peter Viney
Oxford University Press

Choices: Consumer Sense
Choices: Discovering Your Community
Choices: Families and Schools
Choices: Housing
Choices: In Good Health
Choices: It's Your Right
Mona Scheraga and others
Contemporary Books

Conversation in English
Dobson and Sedwick
Atlantis Publishers

Easy Reading Selections in English
Robert Dixson
Prentice Hall Regents

Encounters
Pimsleur and Berger
Harcourt Brace Jovanovich

Essential Idioms in English
Robert Dixson
Prentice Hall Regents

Interchange, Level 3
Jack C. Richards
Cambridge University Press

Lado English Series, Books 5 and 6
Robert Lado
Prentice Hall Regents

Look at the U.S., Book 2
Sally Wigginton
Contemporary Books

Understanding and Using English Grammar
Betty Azar
Prentice Hall Regents

Supplementary Resources

Various Levels

Action English Pictures
Maxine Frauman-Prickel
Alemany Press

Back & Forth
Adrian S. Palmer and others
Alemany Press

Card Book, The
Abigail Tom and Heather McKay
Alemany Press

ESL Teacher's Holiday Activities Kit
Elizabeth Claire
The Center for Applied Research in Education

Jazz Chants
Grammarchants
Small Talk
Carolyn Graham
Oxford University Press

Look Again Pictures
Judy Winn-Bell Olsen
Alemany Press

Look Who's Talking
Mary Ann Chistison and Sharon Bassano
Alemany Press

Oxford Picture Dictionary
E.C. Parnwell
Oxford University Press

Speaking of Survival
Daniel B. Freeman
Oxford University Press

Top 20 ESL Word Games
Marjorie Fuchs and others
Longman

Uncle Sam Activity Book
Carolyn Bohlman
Scott Foresman and Company

Voices of Freedom
Bill Bliss
Prentice Hall Regents

Other Materials

The primary goal of ESL instruction is to provide opportunities for communication in English. Materials other than textbooks may be used to stimulate student interest, promote student interaction, and provide opportunities for vocabulary development, social skills, and informal conversation.

There is no limit to the number of ways supplementary materials may be used. Each teacher, using creativity, may find a variety of appropriate uses for these materials as determined by the needs of particular students.

- Flashcards: alphabet, numbers, picture/word, signs and symbols
- Newspapers, magazines, catalogs
- Clock, calendar, maps, globes, play money
- Household items, articles of clothing, empty food packages and restaurant containers
- Board games: Pictionary, Scrabble, Monopoly, Bingo (using numbers or vocabulary)
- Card games: Go Fish, Hearts, Uno
- Other games: Charades, Twenty Questions, Hangman
- Tele-trainer from local telephone company

Sources of Information

"*I* teach because I feel a great sense of compassion for the refugees who come to the United States. This is especially meaningful to me because my own grandparents came to this country as refugees in the 1920s.

I believe the ESL classes will help these refugees not only to "survive" in this "foreign" country, but also to be able to secure jobs and a meaningful life for themselves and their families."

SOURCES OF INFORMATION

Bell, Jill (1991). Teaching Multilevel Classes in ESL. Dominie Press, Inc., San Diego, CA.

"ESL: Talk Is Easy. . . But Oh Those Rules!". *Adult Educator*, Vol II N. I, August 1993, pp. 3-5.

Guglielmino, Lucy Madsen. (1991). Adult ESL Instruction, A Sourcebook. Scott, Foresman, and Company.

Oller, John W., Jr. and Patricia A. Richard-Amato, Editors. Methods That Work. Heinle & Heinle.

Porter, Catherine, Rose DiGerlando, and Peggy Dean. (1992). Study of ABE/ESL Instructor Training Approaches, Communicative ESL Teaching. U.S. Department of Education, Washington, D.C.

Roberts, Lynn. (1993). ESL Small Town. Maury County, Tennessee.

Acronyms

Here are some acronyms of second language learning you are bound to hear.

EFL	English as a Foreign Language
	English instruction for persons who do not intend to live in an English-speaking country. Classes may be taught in the student's native country or in this country.
ESL	English as a Second Language
	English instruction offered within an English-speaking country for persons who intend to remain there.
TESOL	Teacher of English to Speakers of Other Languages
	An international professional organization composed of ESL, EFL, and ESOL educators.
TOEFL	Test of English as a Foreign Language
	A standardized test required of foreign students applying for admittance to a college in the United States.
LEP	Limited English Proficiency
CALL	Computer-Assisted Language Learning

Adapted from Communicative ESL Teaching, Pelavin Associates, Inc.

Library Resources

Middle Tennessee National Origin Resource Library
Rutherford County Board of Education
502 Memorial Boulevard
Murfreesboro, TN 37129
(615) 890-5729
Contact Person: Diane Mackey

Tennessee Literacy Resource Center
2046 Terrace Avenue
Knoxville, TN 37996-4300
(615) 974-3857
Contact Persons: Sandra Blackburn or
Margaret Lindop

West Tennessee National Origin Minority Resource Library
Memphis State University
335 Patterson Hall
Memphis, TN 38152
(901) 678-2647
Contact Person: Emily A. Thrush

Student Services

METROPOLITAN NASHVILLE PUBLIC SCHOOLS PROGRAMS

ABE/ESL/GED
259-8548
Contact Person: Barbara Brown

Cohn Adult High School
4805 Park Avenue
298-8410
Contact Person: Dr. Susan Simms

Refugee Language Training
262-6739
Contact Person: Sarah Houser

PRIVATE ESL INSTRUCTION

COPE Vanderbilt University
Peabody Campus
322-2753
Contact Person: Dr. Janet Graham

International English Institute
1226 16th Avenue South
327-1715
Contact Persons: Dr. or Mrs. Anderson Clark

REFUGEE RESETTLEMENT AGENCIES

Catholic Charities
Refugee Resettlement
2300 Elliston Place
320-5422
Contact Person: William McLaurin

Mid-Cumberland Refugee Assistance Ministries
3900 West End Avenue
383-3772
Contact Person: Kerry Hird

World Relief Refugee Resettlement
2642 Grandview Avenue
244-3967
Contact Person: Lee Eby

SUPPORT GROUPS

Hispanic
Holy Rosary Catholic Church
190 Graylynn Drive
889-4065

International
Belmont Heights Baptist Church
2100 Belmont Boulevard
298-5562

International
First Baptist Church
7th & Broadway
664-6000

International Women
Woodmont Baptist Church
2100 Woodmont Boulevard
297-5303

Russian
Jewish Community Center
801 Percy Warner Boulevard
356-4234

Appendices

"I teach ESL classes because I find students are ready to learn, receptive to me as a teacher and cooperative. My work with multi-nationals has added new dimensions to my regular teaching and made me culturally aware and somewhat literate of the diverse national characteristics.

I hope to be able to help them become self-sufficient in their new country and to add a new dimension to their lives by expanding their limited knowledge of English."

APPENDIX A

Assessment Instruments

THE JOHN TEST

Student Name_____Age_____Date_____

Native Country_____Yrs in U.S._____Tester_____

I expect to stay in Nashville until_____

I'm going to ask you some questions about these pictures.
(Identify John in <u>each</u> picture.)
I'm going to ask you some questions and I want you to answer.
Look at Picture #1.

<u>Part I:</u>

Picture #1
- Is John sitting on his bed? 0 1 2
- Where's the lamp? 0 1 2

Picture #2
- How does John go to school? 0 1 2

Picture #3
- Why is the teacher standing up? 0 1 2

Picture #4
- Where are the teacher's hands? 0 1 2
- What do you think John and the teacher have been talking about? 0 1 2

Picture #5
- Who's behind the counter? 0 1 2
- What's John going to do? 0 1 2

Picture #6
- Why did John come into the store? 0 1 2

Picture #7
- Whose dog is under the bed? 0 1 2
- Is John sleeping? How do you know? 0 1 2

Fluency _ _ _ _ _ _ _ _
0 2 4 6 8 10 12 14

Structure _ _ _ _ _ _ _ _
0 2 4 6 8 10 12 14

<u>Part II:</u>

I would like you now to look at all of the pictures. I would like you to tell me what John did yesterday. Tell me the whole story. You can begin: "Yesterday, John got up at 8:30. He . . ." Now you continue the story.

Comments:

Score:

	#Correct	Minus #'s	Total
Part I			
Part II			
Total			

Recommended Placement:

Adult Education Resource Center
Library
Jersey City State College
2039 Kennedy Memorial
Jersey City, NJ 07305

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The New, Shortened Version
of
The John Test

Beginner I	Part I:	below ____ points
Beginner II	Part I:	over ____ points
	Part II:	between ____ and ____ points
Intermediate I	Part I:	over ____ points
	Part II:	between ____ and ____ points
Intermediate II	Part I:	between ____ and ____ points
Advanced	Part I:	over ____ points
	Part II:	over ____ points
Native Speaker	50 points total	

Developed by Linda Kunz
Hunter College

PICTURE 1

PICTURE 2

Developed by Linda Kunz

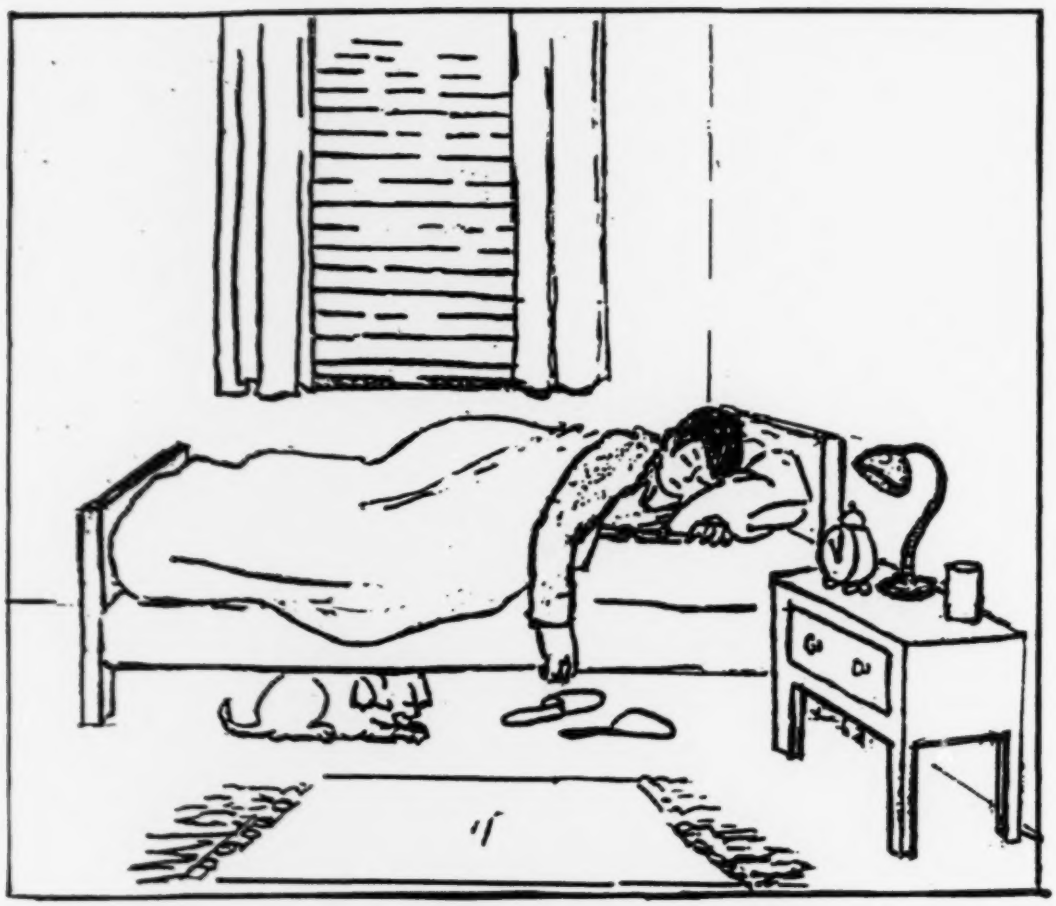
PICTURE 3

PICTURE 4

PICTURE 5

PICTURE 6

Developed by Linda Kunz



PICTURE 7

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THE JOHN TEST
Scoring For The Oral Proficiency Test

Part I: Comprehension Questions

2 points: perfect utterance as an answer; factually and structurally perfect.

1 point: factually correct as a response to the question asked, but with an error in grammatical structure.

0 points: factually incorrect because of non-comprehension of the questions; the factually incorrect answer may be grammatically correct, still score 0.

"R" note: the examiner had to repeat the question, usually because of a direct request or a non-verbal request. The total number of "R" is subtracted from the points for Part I. This is because lack of facility in listening comprehension usually indicates a lack of competence in the oral language or a lack of familiarity with the oral language.

Part II: Connected Discourse

Fluency

14 = equal to a native speaker.

12 = only slightly slower than native speaker speed, some hesitation.

10 = slower than a native speaker, and some fumbling for words and phrases.

8 = hesitation between sentences, searching for adequate words, phrases, and constructions.

6 = long pauses between sentences & constructions.

4 = double attempts (not self-correction) and quite long pauses.

2 = tried to tell the story, but could not.

0 = could not tell anything about the sequence of events.

Structure

14 = equal to a native speaker

12 = occasional grammatical error (only 1 or 2 in whole story), past tense absolutely correct.

10 = occasional grammatical errors, including one or two past tense errors.

8 = many past tense errors, along with other structure problems.

6 = primarily complete sentences used, but there were some fragments and phrases substituted where a native speaker would use a complete sentence. Few past tense verbs used.

4 = lots of fragments; few, if any, complete sentences. Perhaps one or two verbs in the past tense.

2 = tried to tell the story, but could not.

0 = could not tell anything about the sequence of events.

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ASSESSMENT OF NEED FOR ENGLISH

(If necessary, assist students to complete the assessment)

Name_____ Date_____

Do you speak English here?

	Yes	No
at work	____	____
on the bus/train	____	____
with friends	____	____
with neighbors	____	____
at the doctor's	____	____
on the telephone	____	____
in stores	____	____
at your children's school	____	____
other places	____	____

Do you <u>want to</u> speak <u>better</u> English here?

	Yes	No
at work	____	____
on the bus/train	____	____
with friends	____	____
with neighbors	____	____
at the doctor's	____	____
on the telephone	____	____
in stores	____	____
at your children's school	____	____
other places	____	____

Can you read or write these in English?

	Yes	No
checks	____	____
bills	____	____
ads in newspapers	____	____
catalogues	____	____
work notices	____	____
report cards/ school notes	____	____
forms	____	____
job applications	____	____
other things	____	____

Do you <u>want to</u> read or write in English?

	Yes	No
checks	____	____
bills	____	____
ads in newspapers	____	____
catalogues	____	____
work notices	____	____
report cards/ school notes	____	____
forms	____	____
job applications	____	____
other things	____	____

Adapted from <u>Communicative ESL Teaching</u>, Pelavin Associates, Inc.

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STUDENT QUESTIONNAIRE

Date_____

1. What is your first name?_____
2. What is your last name?_____
3. What is your address? (Include street address, city, state, zip code)_____

   _____
4. What is your telephone number?_____
5. How old are you?_____
6. What is your native country?_____
7. What language do you speak?_____
8. Do you have a job?_____
9. Do you receive public assistance?_____
10. Are you an immigrant?_____
11. Are you a tourist?_____
12. How long will you be here?_____
13. How many years have you been to school?_____
14. Have you studied English?_____ How long?_____
15. Have you studied other languages?_____

STUDENT INFORMATION

1. Name_____Date_____
2. Address_____
3. Age_____ Birth date_____
4. Place of birth_____
5. Length of time in U.S._____
6. Place you lived before arrival in U.S._____
7. Native language_____
8. What other languages do you speak?_____
9. What other languages do you read?_____
10. Have you studied English before?_____No _____Yes _____Years
11. If yes, when?_____Where?_____
12. Occupation in native country_____
13. Occupation in U.S._____
14. What do you plan to do after you complete your ESL classes?

    _____ take adult basic education (ABE) classes

    _____ take general educational development (GED) classes

    _____ go to technical school

    _____ take college credit classes _____ Other:_____
15. In which areas do you have the most problems?

    _____ Listening _____ Other needs/concerns:

    _____ Speaking _____

    _____ Reading _____

    _____ Writing _____
16. How long do you plan to be in the U.S.? _____

Adapted from Communicative ESL Teaching, Pelavin Associates, Inc.

APPENDIX B

Lesson Plans

LESSON PLAN

A. LEVEL: Beginning

B. THEME: Health

C. LIFESKILL/OBJECTIVE: To identify parts of the body

D. MATERIALS: Board, paper, pencils

E. PROCEDURE:

1. Introduce vocabulary

head	eye	nose	mouth	ear
neck	arm	hand	finger	thumb
back	leg	foot	toe	hair

Point to each part saying, "What is this?". As the correct word is given, pronounce and write the word on the board and have students repeat.

2. Continue the identification practice until the students are familiar with the vocabulary.

3. Point to each word for reading practice.

4. Draw a large body outline on the board. Ask individuals to identify and label the parts. Teacher will assist as needed.

5. Ask students to draw a body outline and label the parts. Working in pairs, practice the identification.

6. Review vocabulary orally to monitor pronunciation.

7. Do chaining practice: "What's this? It's a _____." Repeat, if needed.

8. Play a version of Simon Says. "Touch your _____. After the teacher demonstrates, ask for a volunteer to be the leader.

F. TEXTBOOK REFERENCES:

Conversation Book 1, pp. 150-151
New Oxford Picture Dictionary, pp. 4-5
Real-Life English, p. 89

LESSON PLAN

A. LEVEL: Beginning

B. THEME: Post Office

C. LIFESKILL/OBJECTIVE: To correctly address an envelope or postcard

D. MATERIALS: Board, paper, pencils, cancelled mail, envelopes, Metro Schools ABE/ESL absentee postcards

E. PROCEDURE:

1. Display samples of previously mailed envelopes and postcards for students to examine. Distribute samples to students. Use samples to review vocabulary (name, address, city, state, zip code, titles) and introduce new vocabulary.

   letter envelope stamp return address postcard

2. Draw a large outline of an envelope on the board. Explain to the students that you (the teacher) are mailing a letter to the President. The teacher's name and an address should be the example for the return portion. Ask students for information concerning the President's name and address, the location of the teacher's name, etc.

   President Bill Clinton
   1600 Pennsylvania Avenue
   Washington, D.C. 20500

3. Tell the students they are also writing to the President. Invite a volunteer to the board to replace the return information. Direct the students to draw and address an envelope on paper. Circulate to ensure the names and addresses are in the correct location.

4. Distribute envelopes. Have students work in pairs and question each other for information to address an envelope to each other. Circulate and monitor the progress.

5. Some students will need to repeat the activity. Others can address postcards to students who are absent.

F. TEXTBOOK REFERENCE:

<u>The New Oxford Picture Dictionary</u>, p. 46

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LESSON PLAN

A. LEVEL: Intermediate

B. THEME: Health

C. LIFESKILL/OBJECTIVE: To make a doctor's appointment

D. MATERIALS: Board and teletrainer or telephones (if desired)

E. PROCEDURE:

1. Discuss the need for medical care. Ask if students have doctors and write the names on the board. Have them share problems encountered in finding a doctor and trying to make an appointment.

2. Distribute copies of dialogue. (or write on board)
R = Receptionist P = Patient

R: Dr. Smith's office.
P: Hello. I want to make an appointment with Dr. Smith.
R: Have you seen the doctor before?
P: Yes, I have.
R: What is your name?
P: Carlos Escobar.
R: How do you spell that last name?
P: E-S-C-O-B-A-R
R: He can see you Thursday at 2:00.
P: O.K. That's fine.
R: What's your daytime phone number?
P: 555-6033.
R: We'll see you Thursday, December 14 at 2:00.
P: Thank you.

3. Read the dialogue several times for the class. Have students read dialogue orally as a whole group. Divide the class into two groups with each group assuming one of the roles. Reverse the roles. Practice with pairs. Reverse the roles.

4. Have students work in pairs to create a new dialogue by changing the names, date, and time. As volunteers present their dialogues, check listening by questioning the other students about the new appointment.

F. TEXTBOOK REFERENCES:

Conversation Book II, pp. 103-104
Speaking of Survival, pp. 46-47

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LESSON PLAN

A. LEVEL: Intermediate

B. THEME: Employment

C. LIFESKILL/OBJECTIVE: To ask and answer questions in a short job interview

D. MATERIALS: Board, paper, pencils

E. PROCEDURE:

1. Invite students to share experiences about job interviews. List on the board and discuss tips for making a good impression. Include punctuality, grooming, appropriate dress, posture, eye contact, etc.

2. Discuss the importance of being prepared to answer questions. Review vocabulary: experience, education. Divide the class into small groups and include in each group students who have job interview experience. Direct each group to write questions the interviewer may ask.

3. Get a report from each group and compile a list on the board. Sample questions: Are you a citizen? Do you have a green card? Do you have any experience? What is your education?

4. Tell students they will be given the opportunity to ask questions about the job during the interview. Discuss and include pay, hours, insurance, vacation, other benefits, etc.

5. Have students work with a partner to role play a short interview. Volunteers can present for the class. This activity may need to be completed or repeated at a subsequent class session.

F. TEXTBOOK REFERENCES:

Conversation Book II, pp. 60-61
Real Life English 3, pp. 99-100
Speaking of Survival, pp. 82-96

LESSON PLAN

A. LEVEL: Advanced

B. THEME: Clothing

C. LIFESKILL/OBJECTIVE: To return or exchange a purchase

D. MATERIALS: Price tags, receipts, board

E. PROCEDURE:

1. Ask students to share their experiences with defective or unsatisfactory merchandise and give possible reasons for returning something. Introduce vocabulary: return, refund, exchange, credit, receipt, price or hang tag, return policy.

2. Discuss the importance of leaving the price tags on clothing and keeping sales receipts. Explain that stores have different policies concerning returns: exchange only, refund with receipt, refund or exchange within 30 days, etc.

3. Divide the class into groups of three or four students. Assign each group a situation to discuss. Have the groups create a conversation between the customer and the store clerk to present to the class.

   Situations:

   a. You bought a pair of pants and discovered the zipper is broken.

   b. You received a shirt as a gift. It is the wrong size. The name of the store is on the box.

   c. You bought a skirt. When you got home, you realized it was the wrong color.

   d. You bought a sweater very much like the one you have. You really spent too much money.

F. TEXTBOOK REFERENCES:

Choices Consumer Sense, pp. 53-56
Conversation Book II, p. 137

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LESSON PLAN

A. LEVEL: Advanced

B. THEME: Employment

C. LIFESKILL/OBJECTIVE: To read classified ads

D. MATERIALS: Sunday newspaper, daily newspaper, additional copies of the classified section, board

E. PROCEDURE:

1. Explain to the students that the newspaper can be used to help them find a job. Demonstrate locating the classified section by using the index on the front page of the two newspapers. Compare the expanded Sunday version to the daily paper.

2. Using the Sunday classified section, discuss the various components: Announcements, Education, Employment, Financial, etc. Show the numbers assigned to each.

3. List on the board (may be done prior to class) all employment classifications and numbers from the index: 302 Employment Agencies, 310 Clerical, 325 Health Care, etc. Discuss the classifications and ask students for examples of jobs they expect to find in each.

4. Distribute copies of the classified ads to each student. Have students locate the employment section and allow sufficient practice in finding the classifications.

5. Direct the students to work in pairs to find a job for a nurse, restaurant worker, secretary, salesperson, etc. Circulate and expect questions concerning abbreviations and unfamiliar vocabulary. The teacher may wish to list these on the board for further discussion.

6. Ask students to decide which category is of interest to them and find a job description to share with the class.

F. TEXTBOOK REFERENCES:

Conversation Book II, p. 59
English Day By Day, pp. 119-123
Interchange II, p. 62

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APPENDIX C

Sample from Cooking Up Cultures

RECIPE for ONDE-ONDE

NAME TUTUT WURYANI

COUNTRY INDONESIA

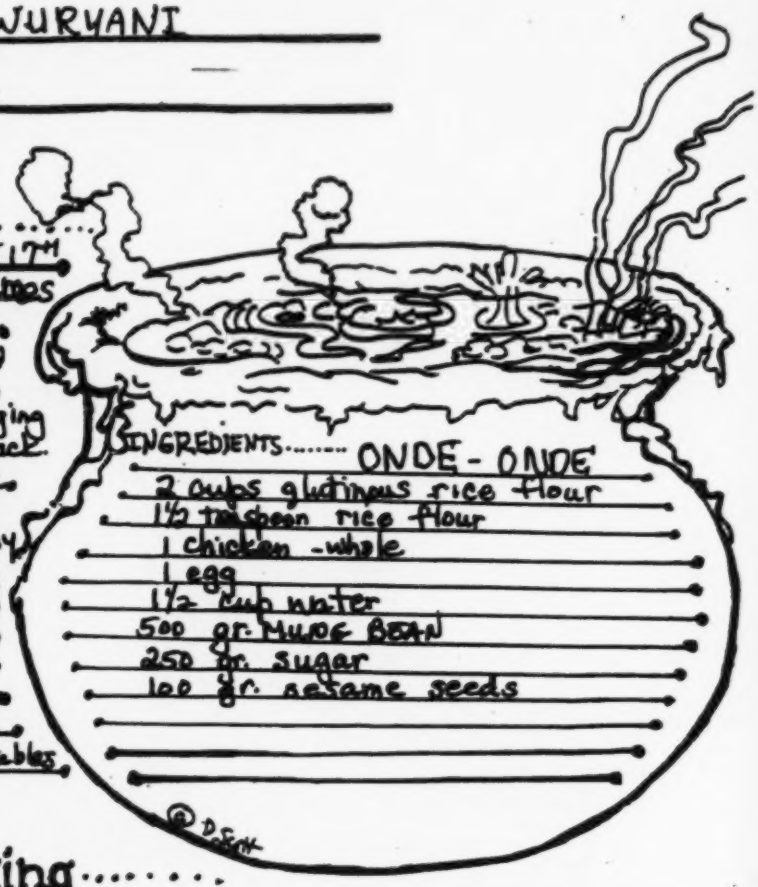
GULTURAL ACTIVITY.. For.....

INDEPENDENCE DAY-AUGUST 17TH

People take part in a variety of games

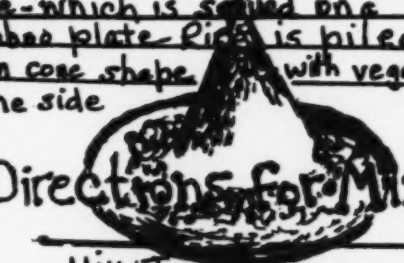
1. Three-legged sack race
2. Attempting to bite a spoon with a marble on it
3. Eating a cracker, which is hanging by a thread with ... hands in back
4. Climbing Jambe TREE - but the tree has been smeared with oil. At the top of the Tree are many prizes - T-shirts - calculators - books, towels - toys - etc. "FOR MEN ONLY"

Women make ceremonial dishes of food like onde onde - which is served on a bamboo plate - Rice is piled up in cone shape ... with vegetables on the side



INGREDIENTS..... ONDE-ONDE

- 2 cups glutinous rice flour
- 1½ teaspoon rice flour
- 1 chicken - whole
- 1 egg
- 1½ cup water
- 500 gr. MUNG BEAN
- 250 gr. sugar
- 100 gr. sesame seeds



Directions for Mixing.....

Mix Together.....

① 2 cups glutinous rice, 1½ teaspoon rice flour, 1 egg, 1½ cup water until these ingredients can be formed into a ball, but the paste isn't sticky.

② 500 grams mung beans and (250) grams sugar are boiled with water until the mung beans are soft and can be mashed. Allow beans to cool.

③ Form ingredients into ball shapes, then make a hole in the center and fill the hole with mung bean mixture. Finish the onde-onde by rolling the mung bean balls in sesame seeds

④ Fry these mung bean balls until brown.

"Cooking up cultures" ©Scott

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